C. H. Cole

College News

Vol. 10. No. 6 WELLESLEY, MASS., WEDNESDAY, NOVEMBER 9, 1910 Price 5 Cents

Resolutions of the Academic Council.

The Academic Council desires to place on record its sense of loss in the death, on September 13, 1910, of Professor William H. Niles, whose character and genial personality, and whose long service to Wellesley College it gratefully remembers.

On his retirement from office in June, 1908, the trustees of the college made recognition of his work in a minute which reads, in part, as follows:

"William Harmon Niles, B.S., Ph.B., M.A., LL. D., joined the Faculty of Wellesley College in 1882 as lecturer in geology. Classes at once responded to his skilled touch. Interest so increased and work so strengthened that, in 1888, the one course broadened into a department of which Dr. Niles was made the head. In 1891 Dr. Niles accepted the chair of geology which was then established, and he has remained in full charge of the work, now expanded into four courses.

* * * * * *

The services of this esteemed officer have not been confined to classroom duties merely. Professor Niles came to Wellesley in a day of beginnings. His standing among scientists, the weight of his judgment, the intimacy of his connection with a great technological school, all lent themselves effectively to the work of framing suitable laws of growth for the young college. In all its succeeding history, the college has enjoyed from Professor Niles, sympathy, support and counsel, which have been highly appreciated."

And we at the college, who had the privilege of close association with Professor Niles, in daily work and friendly intercourse, recall with gratitude his wisdom, his kindliness, not in feeling alone but in effective action, his robust delight in work and play, his hearty laugh, his unfailing stories, his genuine love of human kind. In his genial presence no one was ever put at a disadvantage. In the warmth of his sympathy it was easy to meet his generous expectations.

As a lecturer, too, he had the power of taking his hearers with him. He carried them from the known to the unknown clearly, filling them with his own sincere and vivid interest in whatever he talked about. To this power, and to his alert response to new methods of teaching, as in his early use of illustrative material in the lecture-room, Professor Niles owed his brilliant success before popular as well as academic audiences. In the latter days of the New England Lyceum, perhaps no lecturer on scientific subjects was more eagerly sought for, or listened to, than he. In all this varied activity he lived a noble, useful life,—a true friend and loyal servant of the truth.

Signed. Elizabeth F. Fisher,
Sarah Frances Whiting,
Charles Lowell Young.

October 28, 1910.

Resolved:

That we, the Faculty of Wellesley College, have learned with deep regret the death of our devoted and honored librarian, Caroline Frances Pierce;

That we wish to express our respectful admiration for the efficient, fearless and disinterested service which Miss Pierce, during nineteen years, rendered, through her position in the Library, to the entire college;

That we put on record in particular our appreciation of her excellent powers of systematization, her keen and personal feeling for the best in literature, her wide, intellectual resources and ever-ready helpfulness; and also of her wise foresight and zeal in forming plans for that new Library, which, in its beauty and its adaptation to our special needs, will always, for all who knew her, remain, to a great degree, her monument.

Signed.
Vida D. Scudder,
Therese Colin,
Henrietta St. Barbe Brooks,
Margaret H. Jackson.

HALLOWE'EN.

On Monday evening, October thirty-first, all the campus houses entered into the spirit of Hallowe'en and tried to give the Freshmen "the time of their lives." Much dramatic talent, hitherto forced to "blush unseen," like the overworked flower that Gray made famous, blossomed forth into showy, if precocious, bloom.

College Hall followed her good, old-time custom, and celebrated with a genuine circus, over which much time and thought had been expended. The different events were remarkable, at least in their variety; the monkey who performed bicycle tricks was followed by a male (?) quartette; there was a "pigmy dance," and a vaudeville duet and chorus act. Much amusement was caused by "Susy," the Planarian Worm, who, after performing a number of tricks, suddenly subdivided into three miniature "Susies," each division producing a new head, to the astonishment of the spectators. The grand finale of the circus was a daring aeroplane excursion by Graham-White himself. After the program, the clowns, who had been much in evidence throughout, assisted in the solemn rite of putting all the Freshmen, as well as several upper classmen, through Harriet.

The entertainment at Stone Hall was threefold. First there were some clever "stunts." Then the side shows—including a real melodrama—held the rapt attention of some, while others danced to the entrancing music furnished by the "Lake Waban Symphony Orchestra" of ten pieces.

At Pomeroy there were fortune-telling booths, where one's future was glibly—if luridly—foretold. In the dining-room the girls of the Department of Hygiene and Physical Education gave a clever pantomime, while all spare time was filled in by dancing.

In order that the Freshmen might not forget the games they play so joyously twice a week, Beebe renewed acquaintance with them herself, and staid upper classmen romped with all the abandon of early youth. When everybody was rosy and decidedly breathless, there were "stunts."

The poor Freshmen who went to Cazenove were initiated into the mysteries of a "Chamber of Horrors." When they were led basementwards, ghastly ladies and gentlemen, apparently murdered, met their horrified gaze. Unearthly noises caused their hair to rise perceptibly, and a most uncanny witch tried her best to scare them into fits.

The people who journeyed Shafer-wards were highly delighted by the entertainment provided for them. The presentation of "Julius Cæsar," modernized as an operetta, was a decided innovation. Alice Leavitt, 1910, one of Shafer's "alumnæ," danced and sang for the company.

"Stunts" seemed to be the order of the night, and Wilder was not a bit behind the other houses with her assortment. Here, too, a play was given, and afterwards everybody danced until visions of Student Government sent the Freshmen scurrying village-wards.

Wood became very progressive and gave a cotillion. Many Freshman rooms will be further improved, as to mural decorations, by sundry little pumpkins, ears of corn, and other favors appropriate to the season. The roasting of marshmallows in the fireplace was one of the most exciting events of the evening.

Freeman had a miniature circus, with a real parade. A comb band furnished martial music and led the procession. Then came the "principals," including wonderfully-constructed animals. There were side shows, and these attracted numbers of spellbound visitors.

Norumbega depended largely on her dramatic abilities for the success of the entertainment. Two pantomimes were acted, and the enthralled Freshmen gazed upon the adventures of Lord Lochinvar and the fickle Ellen with true appreciation. The Sophomores made a deep impression on certain young minds by their very thrilling melodrama.

Of course, everybody was very sleepy and stupid the next day, but who cared? For Hallowe'en, like Christmas, comes "but once a year."

College News.

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All subscriptions should be sent to Miss Helen Goodwin.
All advertising correspondence should be addressed to Miss B. M. Beckford, Wellesley.

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EDITORIAL.

"Specialize, specialize, specialize," is the cry to the modern woman, "you're of no use unless you specialize!" Books are turned out by the hundred dealing with social and economic subjects, all pointing a warning finger to the fact that employers want only trained workers. Schools are being founded all over the country to conform to this demand—schools for the would-be journalist, the business woman, the settlement worker, the civic inspector, the instructor. The college woman is told that she is no longer ready to earn her living when she graduates—special training of from one to three years is required to bring her from her vague and lofty theories down to the facts of the business world. Now our schools and colleges are admittedly, most of them, places where theory is taught; but must we then have schools where the theory of the theory is taught, and will it go on indefinitely like the "Reflexionen und Wieder Reflexionen" of the German romantic writers?

Fortunately we can turn from books to people, perhaps to college alumnæ who are now successful wage earners; the prospects of the future which they hold out to us are decidedly more inspiriting than those of the aforementioned books. Many women who have never seen the inside of a "teacher's college" are making most successful instructors; workers in publishing houses tell you that the college woman is welcomed eagerly, often despite an ignorance of typewriting, stenography and business methods; the most successful social workers and newspaper women smile at the idea of a special training. The way to gain a practical knowledge of any sort of work is, not by attending schools and taking courses, but by throwing yourself right into the thick of the work itself. Of course this does not mean that a girl who is not interested in the economic problem will make a fine settlement worker nor that a girl who dislikes science will be eminently fitted to take up work of a chemical sort; but, and we believe this most thoroughly, the graduate who has interested herself in either of these things through several years of her college life is in the majority of cases ready to take them up from the practical side.

A knowledge of business methods of bookkeeping, of typewriting, etc., is not, as we said before, essential to the prospective worker, but they are not on this account to be despised, and no opportunity of learning them should be let slip. Here at college all sorts of useful experiences may be had along with the academic training. The financial management of any organization, such as the Students' Building Fund, or other enterprise, is an education in itself; the various kinds of committee work, especially those dealing with Tree Day, the Barn plays, or perhaps the preparing of the class year book or calendar, all bring one into a definite connection with outside industrial fields that should prove of practical value. That a year or more should be wasted in the acquiring of something which with some application and foresight, may be grasped right here and now, is a great deal of a pity, for we none of us have any years, no matter what else, to waste.

And again a word as to the wisdom of being generally well informed rather than fitted for only one task in life. Nearly all of us agree that it is well to center our work about some one subject or subjects, in order that the remainder may fall into place about it, forming a harmonious whole; but when one considers, especially in the profession of teaching, how often the beginner is forced into work which she had no intention of taking up, how foolish it is to train ourselves only to do the one thing to the neglect of all the outside opportunities that come knocking at the door. It is often many years before a girl teaches the subject in which she majored at college—the student in English composition teaches mathematics with gymnastics and singing to boot, the student in mathematics teaches history and art. If she can teach none but her own specialty, she is handicapped at the beginning. So it is with the girl who plans to be a chemical expert, an importer, or the like—if she has no general knowledge to help her out she is apt to be have a hard time, for positions such as these are few and seldom open to the novice, not even to the so-called "trained woman."

Long-suffering reader, this is not a plea for a radical social ideal and a day mathematically divided in three hours of hand work, six hours of head work, and so on, but first, one for a further and broader self education, for a greater self confidence that we may not waste precious time and money in acquiring obvious talents; and second, a plea that we may not stunt our growth on many sides to the development of one particular phase. If we are to specialize let us specialize sanely and on a broad basis of general knowledge. To change a healthy human being into a highly developed machine, useless except for the turning out of one kind of work, is surely a retrograde step.

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COLLEGE CALENDAR.

Wednesday, November 9, from 4 to 6 P.M., in the Faculty Parlors, the last one of Dean Pendleton's receptions for new students. In Billings Hall at 4.30 P.M., a lecture on the Fletcher Kindergarten Method by Mrs. Evelyn Fletcher-Capp.

Friday, November 11, at 4.30 P.M., in Billings Hall, lecture by Associate Professor Hamilton on "Unity in Music."

Saturday, November 12, at 3.20 P.M., in College Hall Chapel, address by Professor McKeag to students intending to teach.

At 7.30 P.M., in the barn, Barnswallows.

Sunday, November 13, at 11 A.M., service in Houghton Memorial Chapel. Sermon by Rev. William R. Taylor, D.D., of Rochester, New York.

At 7 P.M., in the chapel, vespers. Special music.

AT THE THEATERS.

HOLLIS-STREET: William Gillette in "Secret Service."
MAJESTIC: "The Chocolate Soldier."
SHUBERT: "The Summer Widowers."
BOSTON: "The Speckled Band."
COLONIAL: "The Arcadians."
GRAND OPERA HOUSE: "The Port of Missing Men."
PARK: "Seven Days."
GLOBE: "The Family."
CASTLE-SQUARE: Shakespeare's "Richard III."
TREMONT: "The Fortune Hunter," with John Barrymore.
TREMONT TEMPLE: Shakespeare's Heroines—Pathetic. Illustrative acting by Ellen Terry, Wednesday, November 9, at 2.30 P.M.

Tickets for all theaters and concerts to be had at Herricks. Phone Back Bay, 2331.

ART EXHIBITIONS.

COPLEY GALLERY: Mr. Ryder's Paintings.
DOLL & RICHARDS'S: Mr. Hornby's Etchings.
KIMBALL'S GALLERY: Mr. Perera's Jewelry.
COBB'S GALLERY: Mr. Heil's Paintings.
COPLEY GALLERY: Mrs. Allen's Pictures.

COLLEGE NOTES.

The Social Study Circle met at the Zeta Alpha House on the evening of November 8. The subject for discussion was, "What is Democracy?"

On Thursday evening, November 7, in College Hall Chapel, Dean Pendleton led the Christian Association meeting, preparatory to the Communion service on Sunday. Miss Tufts led the meeting in the Village.

Miss Lucille Eaton Hill, former director of natural dancing at Wellesley, has been appointed director of the Department of Natural and Picture Dancing in the School of Educational Dance in Boston.

On Tuesday evening, November 8, the Science Club met at the Observatory. Miss Gamble addressed the meeting on the subject of "Memory."

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MUSIC NOTES.

A lecture will be given on the Fletcher Kindergarten Method for pianoforte teachers by the author of the method, Mrs. Evelyn Fletcher-Capp, at Billings Hall, November 9, at 4.30 P.M. All members of the college interested in the method and in pianoforte instruction are cordially invited to attend.

Members of the Music Department will be interested to know of a new book by Professor Hamilton, which has just been published. The object of the book is to help those wishing to teach pianoforte to have a clearer understanding of their task and to teach them in a systematic way how to accomplish it more successfully. One of the chief causes of the failure of many pianoforte students is the inexperience of their first teachers, who have chosen music teaching as their employment, probably in lieu of any better one. Professor Hamilton's book cannot but aid those so inclined, since it takes up the subject in detail, giving many concrete examples, and has the benefit of all his own experience.

NOTICE.

Will those persons having books belonging to the Christian Association Library please return them immediately, or record them in the book provided for that purpose in the Christian Association Office?

ALICE A. BENNETT,
Librarian of the Christian Association.

CONFERENCE AT TUFTS COLLEGE.

Representatives of the Modern Language Departments of the New England colleges and universities met in conference at Tufts College, October 29, with a committee appointed by the directors of the New England Modern Language Association to consider the recommendations of the Committee on College Entrance Requirements.

Professors Colin and Mueller were the delegates from Wellesley.

The members were the guests of Tufts College at luncheon. Professor Grandgent, head of the Department of Romance Languages of Harvard University, was the orator of the day, and gave over the cups a most interesting address on French schools, Lycées, etc., highly commending the fine new buildings, the varied and thorough culture of the instructors, the earnestness of the scholars and students, some even, said he, falling early victims to overpressure and their zeal in compassing the exacting curricula.

The new high-wainscoted conference hall of Tufts College, inaugurated on this occasion, proved admirably adapted to its purpose.

Cordial acknowledgement of the generous hospitality enjoyed was moved and seconded with common accord, the meeting adjourning after renewed discussion on minor points, which were finally referred to the committee.

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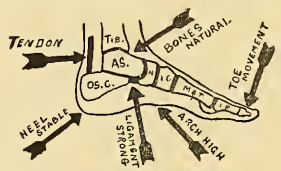

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I.

"Neither a borrower nor a lender be . . . ." How often is this excellent advice quoted and declaimed! Yet with hardly an exception, its most eloquent deliverers are just the ones who are most lax in living up to the principle it teaches. A rainy day affords a splendid example of the thoroughness with which this advice is violated here at Wellesley. We get used from day to day to being unable to find different trifling articles belonging to us and our slight irritation passes away quietly, since we realize that some previous act of our own is probably arousing the same irritation in others. But on a rainy day, with our wandering umbrellas hopelessly lost and our rubber coats reluctantly shielding some innocent friend, the excellence of Polonius' advice impresses itself more and more upon us. Could we but be seized sooner with an admiration of it, how many complications and worries would we be saved!

1912.

II.

It has been suggested by Professor Hart that some of the older students take it upon themselves to show the new students the interesting features of College Hall, explain the pictures, statuary and so on, to them. As one of the older students I wonder how many of us are capable of explaining the interesting features of College Hall, how many of us even know what and where they are. I wonder if there are not a number of us who have had the same experience which came to me at Christmas time of my Freshman year when I discovered that an elderly lady of my acquaintance who had never been to Wellesley knew more about the art treasures which it contained than I did.

In the rush of college life, in the concern for our work and our social interests we are apt to hurry about, not noticing our surroundings except as they directly affect us. Then, too, nobody told us about the interesting features of College Hall, our Freshman year and we have never had time to find them out for ourselves since. But would it not be more than worth while to take time some day and hunt them out; study the matter as systematically as we do our German, for instance; know what the pictures and statuary are which we see all about us and who were the artists who created them? There are dozens of things right in our own College Hall which, if they had been gathered together in some museum or gallery, we would go out of our way to see. And since they belong to us, since they are a part of our daily life, ought we not then to take a more special interest in them? Is it not an important part of our education to know them? For is it not true that one of the first essentials of culture is to know the life around one? 1912.

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III.

I understand there is to be formed at Wellesley a new club. I am told the charter members thought of calling themselves the C. B. C., but finally decided that that term was at present not appropriate, and chose the more fitting title of C. C. C.—however, hoping to arrive before long at the condition where they may assume the more attractive name. I believe they have not yet secured the approval of the Committee on Non-Academic Interests, but as one member of that committee, I promise the club my heartiest support. The club will fill a long-felt want at Wellesley, and I am certain every member will "get a great deal out of it." It has, as the plan has come to my notice, certain definite advantages over every other club I know at Wellesley; it is open to Freshmen, and even to people who have flunked mathematics and hygiene; its meetings are all public and every girl who wishes to become a member is pretty sure to be admitted; it can, besides, meet on any day in the week, usually without interfering with academic appointments; and I have heard of neither dues nor a dramatic performance, although I should think the latter might be quite possible and very fitting. The requirements for membership seem to me unique and very interesting. They are, as at present formulated, seeing eyes, careful feet, willing hands, and great deal of pride.

L. E. L.

IV.

Could not the alphabet which adorns the walls of the Barn be more conveniently arranged? A, B, C, D, and the first letters of the alphabet are placed very close together, whereas there are great distances between X, Y, and Z. As girls always meet their partners under the letter corresponding to the first letters of the girl's name nearest the beginning of the alphabet, those letters are naturally the ones under which more room is needed. Also there are very few girls in college whose names begin with V, X, Y or Z, therefore it seems as though these letters could very conveniently be placed nearer each other, thus giving more room for the other letters near the first of the alphabet. This arrangement would possibly make the "jam" at the Barn dances seem a little less.

1911.

V.

Would there be any serious objection to allowing us from Wednesday noon, November 23rd to Monday morning, November 28th at 9 o'clock, for our Thanksgiving recess, and having Saturday classes on Monday? Thanksgiving is to many such an important holiday that it seems as though some arrangement of this sort could be made so that the majority of girls could get to some relatives for that day and so that those living in the East where Thanksgiving seems to have such a special meaning, could go home. We would lose only the Friday afternoon classes in this way and

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this would compensate for October 12th, which was a national holiday this year and which was not celebrated here. I am sure almost everyone would be willing to work hard for six days of the week of the 28th for this privilege. 1911.

NOTICE.

The invitations for becoming members of the Alliance Française are now out. The eligible are those who have completed French 3 and 5 and who are now taking some other course in French. Any one who is eligible and who has not received an invitation, will kindly report at once to Miss Evelyn Kellar, Stone Hall.

DOROTHY STRAINE,
President of Alliance Française.

PARLIAMENT OF FOOLS.

I leaned far out o'er a bulwark high,
The dashing surges rose—
'Twas like a stormy, noise-swept beach at the sea—
Shore where one goes.

But 'twas not that—'twas breakfast time—
And all the noise, the din,
Just meant that they were eating things
And would not let me in.

The reason was 'twas five of eight,
The place was College Hall,
So I just stood and railed at Fate—
Guess I made Fate feel small.

And then I got quite cynical,
I was that cross—oh, whew!
I thought they made a beastly noise,
For I was hungry, too!

What is the thing
The Seniors sing
On a Field Day cold
To their players bold?
"Oh, such charming weather."

What is the thing
The girls all sing
With voices gay
On a rainy day?
"Oh, such charming weather."

Oh, darn the thing!
The girls all sing.
We have to dance,
We have to prance,
To "Oh, such charming weather."

My nose is red,
I'm almost dead;
My hands are cold—
I hate, all told,
This "very charming weather."

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THE DEPARTMENT OF MUSIC.

N. B. This is the first of a series of articles to be contributed from the various academic departments, all aiming to give the students a wider view of their aims and interests than could be obtained through ordinary channels.—THE EDITOR.

Billings Hall, Wellesley College,
Wellesley, Mass.

My dear Miss Kelly:—It is seldom that a department has the opportunity of bringing its work directly to the attention of the student body, and the present privilege is highly appreciated.

The Music Department at Wellesley stands for education through music and not for professional training in music. It is true that it offers lessons in violin, pianoforte, voice, organ, practical music, but it emphasizes the understanding and the appreciation of the art. We thus conform to current educational theories. In addition to the courses printed in the calendar, we have been able through the support of the administration and students to found and maintain the choir, the orchestra, the artist recitals, the Tuesday-afternoon recitals, the Wednesday symphony programmes, the song contest and other activities. I shall omit further reference to these; for though they are quite as important in many ways to the academic work, they have been undertaken rather for public good than purely for public instruction.

Our courses are open to all students—we have one Freshman elective—particularly to those who know nothing about music. Music is not an esoteric art. It would seem that anyone in Wellesley ought to know better than to say, as is so often said, "Take a music course? Why, I don't know anything about music." One studies ordinarily because one is ignorant and wishes to learn.

We are also greatly hampered in our work by the impression too widely spread among students and Faculty alike, that a person may not take practical music without taking the "five years' course." The Wellesley Calendar states clearly that lessons in piano, violin, organ or singing may be taken by any student pro-

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THE DEPARTMENT OF MUSIC—Continued.

vided each year the permission of the Dean and Professor of Music is obtained. Out of ninety-four students who are taking practical music this year, only five are planning to devote five years to college. Any student who is making proper standing in her studies, and who wants to take practical music, never need hesitate about doing so in the fear that she will be obliged to stay an extra year in college!

The correlation of practical work with musical theory is another subject not understood by the average college girl. That she may not take practical music without musical theory she looks on as a work of supererogation, in plain English, as a nuisance. But we have no means of vitalizing the practical music, nor of securing proper progress in it without the theory lessons.

A girl who studies piano, for example, without theory will never make the progress that she would make if she took theory concurrently. The converse is also true, although in the case of students who have theory without, at the same time taking practical music, the instructor, who must illustrate constantly at the piano, saves the situation.

One other misconception remains, and with this our list of grievances is closed—and that is that music may be studied just as well out of college or after one graduates as while one is an undergraduate. Occasionally a girl of striking musical ability will have this wrong notion and go through college without taking any theory or practical music. It can be said, however, without fear of effective contradiction, that, outside of college, music is taught only professionally and not as something to be understood and appreciated. The ordinary professional study is nine-tenths drudgery and one-tenth emotion. In college music is taught as other subjects are taught, with the same kind of standards and reaching up to the same scholarly ideals. A girl who plans to leave out music in college on the plea that she can do it just as well after she graduates, is making a mistake—if music means a good deal to her personally, a great mistake. Graduating at twenty-two or twenty-three, her powers of co-ordinating muscles and brain in effective work at the keyboard are weaker than they were at seventeen or eighteen, and she will find professional teaching irksome, for it cannot approach the subject in the intellectual way to which she is now habituated. On the other hand, if she does music work in college she will have mastered the theory side and will have a sense of perspective so accurate that the empirical, dogmatic teaching of the virtuoso will not irritate her by its lack of proportion; it will fall into its place naturally and be taken at its best and for what it is actually worth.

As our civilization becomes more advanced music becomes necessary to a larger and larger proportion of the public. About twenty years ago, in response to the demand the more conservative colleges began to add music departments to their curriculum so that to-day you may elect courses in the theory, history and appreciation of

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THE DEPARTMENT OF MUSIC—Continued.

music in Dartmouth, Amherst, Harvard, Holyoke, Smith, Radcliffe, Tufts, Yale, Vassar, Columbia, Princeton, University of Pennsylvania,—not to go any farther West. Harvard, Tufts, Smith, Columbia and others grant entrance credit for Harmony and the College Entrance Board offers examination in Harmony, Counterpoint, Pianoforte, Violin, and the Appreciation of Music. The parents—those long-suffering individuals who often seem to have little or no voice in their children's education—the parents are rising and demanding that, in High School, credit shall be given for practical music so that our boys and girls may keep up their lessons while preparing for college. This is actually accomplished in the Chelsea, Mass., High School, where piano lessons taken with a properly certified teacher count toward graduation. In only a few New England colleges, however, has this feeling as to the importance of counting practical music as well as theory borne fruit. Smith has for years allowed a certain amount of training in playing and singing to be credited to the B. A. degree.

The present administration in the Music Department of Wellesley dates from October, 1900. In the college year 1899-1900 there were eight hours of theory offered in three courses and with twenty-three students. In 1900-1901, nine hours of theory, three courses and forty-five students. In the current year there are ninety-four students in practical music; there are eight theory courses or twenty-one hours given to one hundred and eighty-seven students, counting no student twice.

HAMILTON C. MACDOUGALL.

Another Gift from Miss Sanborn to the English Literature Department.

The English Literature Department is again, as so often in the past, the happy recipient of a valuable gift of books from Miss Helen J. Sanborn, Wellesley, '84. Largely through the generosity of this trustee, the English Literature office is now equipped with a substantial library, containing a number of rare and precious volumes.

This latest gift is a costly set of "The Tudor Facsimile Texts," forty-two volumes, issued 1906-9, with a London and Edinburgh imprint, under the general editorship of John S. Farmer. Here are, in exact facsimile, the three "lost" Tudor plays recovered in the Irish find of 1906,—"John, the Evangelist," supposed to have been written before 1520, and printed about 1565, "Wealth and Health," printed about 1557-8, and "Impatient Poverty," printed 1560. That budget of old plays which turned up so unexpectedly in an Irish country-house contained, with other rarities, not only these three plays long known only by title to scholars, but four unrecorded editions of early Tudor plays,—"King Darius," 1577; "Nice Wanton," about 1565; "Lusty Juventus," about 1540, and a supposedly 1565 edition of John Heywood's "The Play of the Weather." These are all reproduced, together with the 1560 edition of the "Nice Wanton," the 1565 edition of "King Darius," and the 1533 edition of "The Play of the Weather." Here are Heywood's other plays,—"The Four PP," supposedly 1545; "The Pardoner and the Friar, the Curate and Neighbour Pratt," 1533; "A Play of Love," 1533-4; "John the Husband, Tib his Wife, and Sir John the Priest," 1533; "Of Gentleness and Nobility" (perhaps not Heywood's), presumably 1535; with Heywood's "Witty and Witless," from the manuscript, an interesting example of early sixteenth-century script. The "Macro Plays," too, are manuscript facsimile,—"Mankind," presumably 1475; "The Castle of Perseverance," presumably 1440; "Wisdom," presumably 1460, and "Respublica," 1553. The three "Wit" plays are here,—"The Marriage of Wit and Science," in facsimile of the 1569-70 edition; "A Contract of Marriage between Wit and Wisdom," written about 1579, in manuscript facsimile; and John Redford's "Play of Wit and Science," about 1550, reproduced in what is likely enough the merry schoolmaster's own autograph. Of still greater interest is the facsimile of an autograph play by Philip Massinger,—"Believe as Ye List," 1631. Bishop Bale is represented by three 1538 mysteries,—"God's Promises;" "Three Laws of Nature, Moses and Christ;" and "The Temptation of Our Lord." The morality "Youth," is reproduced in the edition of about 1560-2, and again in the edition of about 1557, together with a fragment of an edition that may be thirty years older. Here we have Henry Medwall's "Nature," printed 1516-20, but probably written before 1500; "The Life and Repentance of Mary Magdalene," printed 1566-7, but perhaps written some seven years earlier, by "the learned clarke," Lewis Wager; Thomas Inglelend's "The Disobedient Child," presumably 1570; "Ferrex and Porrex," by Thomas Sackville and Thomas Norton, 1570-1; Ulpian Fulwell's "Like Will to Like," 1587; and Richard Edwards' "Damon and Pithias," 1571. The set further comprises these anonymous interludes: "The World and the Child, or Mundus et Infans," printed 1522, but written some twenty years before; "Hickscorner," about 1512; "The Nature of the Four Elements," about 1510-20; "Calisto and Meliboea," about 1530; "Apius and Virginia," 1575; "The Trial of Treasure," 1567; "Jacob and Esau," 1568, and "New Custom," 1573.

Already several of our graduate students are at work upon these texts.

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ALUMNÆ NOTES.

In addition to notes concerning graduates, the Alumnæ column will contain items of interest about members of the Faculty, past and present, and former students.

Dean Pendleton has been elected one of the senators of the United Chapters of Phi Beta Kappa, to serve from 1910 until 1916.

On November 1, Miss Elizabeth Wallace, 1886, the holder of the first graduate fellowship in the International Institute for Girls in Spain, started for Madrid. Miss Wallace's peculiar task during her year there will be a critical study of the life of Fernan Cabellero, Spain's greatest woman novelist.

One of the speakers in Boston's free public lectures, held in the lecture hall of the Boston Public Library, is to be Miss Mary E. Haskell, 1897. Miss Haskell speaks at 8 P.M., November 21, on "A Western Outdoor Trip."

Miss Mabel E. Bowman, 1897, vice-principal of Wykeham Rice, is taking a year's leave of absence.

Miss Juliette C. Bostwick, 1905, is preceptress at Oak Hall, Mrs. Bachus' School for Girls, St. Paul, Minnesota.

Miss Lillian Griggs, 1907, is doing branch library work in St. Louis.

At the wedding of Mrs. Herbert Brown (Helen L. Daniels, 1905), there were present: Mrs. Frank Kidde (Edith Judson, 1894), Mrs. Jacques de Morinni (Clara S. More, 1904), Elizabeth L. Camp, Abbie H. Condit, Amy Gurlitz, all of 1905; Helen Porter, 1906; Mrs. Alfred E. Drake (Daphne Crane, 1908).

THE WELLESLEY CLUBS.

The Worcester Wellesley Club held its annual luncheon at the Leicester Inn on October 29. After the business meeting, Mrs. Mary Gilman Ahlers, 1888, the alumnæ general secretary, spoke to the club about Wellesley. The officers elected for the year are: President, Mrs. Albert E. Flint (Bertha Thayer, 1904); Vice-president, Mrs. Arthur E. Graves (Alice A. Burlingame, 1906); Secretary-treasurer, Miss Ethel C. Howe, 1908; Executive Committee: Mrs. Samuel C. Beane, Jr. (Mary Ellen Smith, 1894), Miss Ella Sawyer, 1905, Miss Gertrude Williams, 1905.

The Boston Wellesley Club held a reception recently at the home of Mrs. William H. Hill (Caroline W. Rogers, 1900). The following acted with Mrs. Hill as hostesses: Miss Annie Louise Bean, 1891-1892; Miss Mary W. Capen, 1898; Miss Mildred A. Leonard, 1903-1905; Mrs. Fred L. Norton (Mary R. Russell, 1894); Mrs. Bryan S. Permar (Warrene R. Piper, 1897); Miss Hetty Shepard Wheeler, 1902. Miss Sophie Chantal Hart, professor of Rhetoric and English Composition at Wellesley, talked to the club, describing some of her experiences during this past year in Oxford.

MARRIAGES.

Dunham—Helmboldt. June 15, 1910, in Spokane, Washington, Miss Henrietta Helmboldt, 1907, to Mr. Jasper Sprague Dunham, Dartmouth, 1908. At home, 418 Shoshone Avenue, Cannon Hill Park, Spokane, Washington.

Denham—Hunt. July 20, 1910, at North Yakima, Washington, Miss Lillian Mabel Hunt, 1907, to Mr. Robert Newton Denham, L.L. M., University of Michigan, 1908.

Brown—Daniels. October 29, 1910, in Glen Ridge, New Jersey, Miss Helen Louise Daniels, 1905, to Mr. Herbert Brown.

BIRTHS.

July 10, 1910, in Oak Park, Illinois, a daughter, Nancy Clare, to Mrs. Oran W. Ott (Annie Vreeland Luff, 1904).

September 23, 1910, in Jenkentown, Pennsylvania, a son, James, to Mrs. James Milton Schloss (A. Margaret Fleischer, 1909).

DEATHS.

October 28, 1910, in Grand Rapids, Michigan, Mrs. Thomas Hefferan, mother of Mary Hefferan, 1896.

CHANGES OF ADDRESS.

Mrs. Arthur S. Dewing (Frances Hall Rousmaniere, 1900; M.A., 1904), 469 Broadway, Cambridge, Massachusetts.

Miss Grace Langford, instructor in Physics, 1899-1905, 70 Morningside Avenue West, New York City.

Miss Bertha Denis, instructor in Mathematics, 1897-1903, 70 Morningside Avenue West, New York City.

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